R E P O R T R E S U M E S

ED 012 053 CG 000 040

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION AND COUNSELOR SATISFACTORINESS.

BY- MUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *COUNSELOR EVALUATION, *REHABILITATION COUNSELING, STATE PROGRAMS, *STATISTICAL SURVEYS, VOCATIONAL REHABILITATION, COUNSELOR PERFORMANCE, JOB SATISFACTION, *PREDICTIVE MEASUREMENT, PREDICTIVE VALIDITY, IOWA CITY, CORRELATIONS, REHABILITATION INFORMATION AND KNOWLEDGE TEST, PEARSON PRODUCT MOMENT CORRELATION, PERSONAL HISTORY AND OPINION INVENTORY

TWO HYPOTHESES RELATING THE AMOUNT OF RISK-TAKING A COUNSELOR DISPLAYS TO HIS JOB SUCCESS AND JOB SATISFACTION WERE PROPOSED. HOWEVER, RISK-TAKING, AS MEASURED BY WILLINGNESS TO BET ON ANSWERS TO A REHABILITATION INFORMATION AND KNOWLEDGE TEST GIVEN TO 83 COUNSELORS IN FOUR STATES, LACKED A RELATIONSHIP OF PRACTICAL SIGNIFICANCE. A SECOND STUDY WAS UNDERTAKEN TO EXPLORE THE FEASIBILITY OF RELATING BIOGRAPHICAL DATA TO CERTAIN COUNSELOR PERFORMANCES, WITH A VIEW TO BUILDING A PERSONAL HISTORY APPLICATION BLANK. A BIOGRAPHICAL DATA BLANK, THE PERSONAL HISTORY AND OPINION INVENTORY CONSISTING OF 107 ITEMS, WAS ADMINISTERED TO 143 REHABILITATION COUNSELORS IN SIX STATES. ALTHOUGH ANALYSIS OF THE INVENTORY SUGGESTED SOME AREAS WHICH APPEAR TO BE ASSOCIATED WITH COUNSELOR SATISFACTORINESS AND SATISFACTION, ITEM ANALYSIS DID NOT YIELD A SET OF ITEMS WHICH PREDICTED SUCCESS IN A CROSS-VALIDATION GROUP. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER VII (PP. 48-51), APPENDIX F (PP. 96-101)., APPENDIX G (PP. 102-108), AND REFERENCES (PP. 123-129). (PS)

CG 000 040

ED012053

THE CRITERIA PROBLEM IN REHABILITATION COUNSELING

John E. Muthard

and

Leonard A. Miller

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

College of Education
THE UNIVERSITY OF IOWA
Iowa City, Iowa

1966

CG000040

CG 000 040

CHAPTER VII

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION AND COUNSELOR SATISFACTORINESS

With the anticipated expansion of the nation's rehabilitation program, there will be a need to recruit and employ large numbers of rehabilitation counselors. This in turn means that state agencies will need to select new staff from both university-trained and untrained individuals with counseling potential. In addition, now that more people know about vocational rehabilitation and are interested in graduate study leading to a social service career of this type, the universities must also develop screening tools which go beyond predicting academic course success. A major reason for the delay in development of such predictors has probably been the lack of acceptable criteria. The criteria used in this research project, although not ideal, do represent criteria currently being used. Consequently, it seemed desirable to test two predictors of interest to us against these selected criteria.

Although the Professional Examination Service of the American Public Health Association has developed achievement tests for states operating under civil service requirements, there have been no validity studies reported on this or any other predictive measures of rehabilitation counselor success. Patterson (1962) presents extensive test data secured from 550 students entering rehabilitation counseling graduate work between 1956 and 1959, but no follow-up study collecting criteria data has been done. Again, the lack of suitable criteria is probably the major reason. Using the Minnesota Multiphasic Inventories collected by Patterson, Hansen (1961), in an unpublished study, was unable to discover a set of MMPI items which predicted perseverance in the vocational rehabilitation field or related jobs.

Utility for Risk Study

Much of what a rehabilitation counselor gives a client by way of services can be construed in terms of the counselor's capacity for risk-taking. Little of the information collected on clients definitely indicates his future success

or failure in training, physical restoration, or personal adjustment on the job. Consequently, when a counselor helps the client implement a plan based, in effect, on probabilities, he is assuming a certain degree of risk. Because of its apparent relevance to the rehabilitation counselor's work and the findings of previous research, we decided to include this variable in the criteria study. At the beginning of the criteria study, two hypotheses relating the amount of risk-taking a counselor displays to his vocational satisfaction and satisfactoriness were proposed: (1) counselors who are willing to assume greater risk (take more chances) would be more satisfied as counselors than those who take fewer risks; and (2) counselors who are willing to assume greater risks (take more chances) would be rated as better counselors than those who take fewer risks.

Procedure: A Rehabilitation Information and Knowledge Test (Appendix F) was constructed to provide a measure of counselor risk-taking. Ostensibly, this test examined how much the counselor knew about five areas of his work: testing, medical concepts, vocational information, counseling and psychological theory and techniques, and history of rehabilitation. Actually, we deliberately made it too difficult for the average counselor. Items were tested on our second-year students, and those which 50 per cent or more of the students missed were included in the test.

The information test was administered to groups of counselors in four states (Connecticut, Iowa, Missouri, Oklahoma) by a state-level administrator in each state. Instructions for the test proctors, which were sent with the tests (Appendix F), encouraged the counselors to regard the test as a product of their state agency.

In responding to test items, the counselor indicated whether or not he wanted to get more than one point of credit for his answer. He could, in fact, receive up to four points of credit if he so chose. However, if his answer were wrong, he was to be penalized twice the amount of credit he chose. Consequently, if he chose four points of credit but was not sure of his answer (which was usually the case since the test was deliberately too hard), he was assuming a risk. His final score for risk-taking was simply the number of four-credits he chose.

After taking the test, counselors were immediately informed of the fact that the test was part of a research project and would not be used in any way by their agencies.

Completed tests were collected from 104 counselors. However, since complete criteria data were not available for 21 of the counselors tested, we were left with 83 counselors for this initial analysis.

Results: In a split-half reliability check of the number of four-credits chosen, a corrected Pearsonian correlation of .95 was found. We also checked to see if the number of fours chosen was related to the amount of knowledge a counselor might have. Consequently, we correlated the total number of fours chosen with the total number wrong on the Information and Knowledge Test. A coefficient of -.10 indicated no relationship existed.

We proceeded to correlate counselor risk scores with JSI subscores, as well as with the total score, and found only one significant correlation (-.21), with satisfaction scores on security, advancement, and finances. Next, we correlated counselor risk scores with the eight performance criteria and, again, found only one correlation of significance (.23), with present state ratings.

From the results of our study, we must conclude that our hypotheses were not generally supported. There is some suggestion that counselors who are less satisfied with job security, advancement, and finances may be willing to take more risks, and that counselors who assume more risks are given higher ratings by state administrators. However, both relationships are quite low and of no practical significance.

Biographical Data Study

This study was undertaken to explore the feasibility of relating biographical data to certain counselor performances, with a view to building a Personal History Application Blank (PHAB).

Procedure: A Personal History and Opinion Inventory (Appendix G) was constructed. It contained 107 questions covering such things as age, marital status, subjects liked in school, social dancing ability, taking a calculated risk, etc. We selected items which have proved useful for other professions, but also developed multiple-choice items based upon our own hypotheses of background factors associated with counselor satisfaction and success. Upon completion, the 143 counselors in our six state agencies (Connecticut, Iowa, Minnesota, Missouri, North Carolina and Oklahoma) mailed the inventories directly to the investigators.

The inventories were randomly split within states to achieve a "weighting" group and a "cross-validation" group of 71 and 72 counselors, respectively. The cross-validation group was set aside for use once the PHAB was built. Using the 71 counselors in the weighting group, the responses of the inventory were examined with respect to three criteria by using a weighting procedure recommended by England (1961). The three criteria of this study - for satisfaction and satisfactoriness in the counselor's performance - were job satisfaction, number of 12 closures, and supervisor ratings. Standard scores on the criterion measures which related each counselor's scores with those of his peers in his own state, permitted us to combine data from states with diverse practices and records.

Once weights had been assigned by England's (1961) procedure, 25 questions from the inventory which appeared to discriminate best (that is, those having the largest differences in weights among their responses) were selected for each criterion. It was thought, and later documented, that 25 questions would give adequate reliability to PHAB total scores and not be too long for quick completion by applicants. The England weights for these questions were next submitted as an initial set of weights to a reciprocal averaging routine (Weiss, 1964) which, among other things, (1) converts weights to a linear form; (2) maximizes the correlation between item and total scores; and (3) increases total score reliability. Questions which bear no relation to the total score variance were also weighted to exert no influence on the total score. This set of weights was then used to classify subjects of the weighting group and cross-validation group on the three criteria under investigation. The resulting phi coefficients give some idea of the PHAB's usefulness for predicting such criteria.

Results: Using Hoyt's (Guilford, 1961) analysis of variance approach to reliability for each set of PHAB weights, coefficients of .76, .72 and .78 were obtained with the job satisfaction, supervisor ratings, and 12 closure criteria, respectively.

The frequency distribution of total PHAB scores was examined, with each set of criterion scores dichotomized at the mean; a "best" point for dichotomizing PHAB scores was then selected and a phi correlation computed. When the cross-validation group was divided at the "best" point for each of the criteria, the phi coefficients found were .17 for the job satisfaction criterion, .23 for supervisor ratings, and .17 for 12 closures. When we compare these coefficients with those achieved in the weighting group (.44, .62, .31, respectively), we find that, as expected, some shrinkage occurred in the cross-validation group and, secondly, that not much practical prediction was achieved with the criteria used.

It may well be that prediction of the above criteria, using biographical information, may be possible only with a small subset of potential applicants. We are presently considering the use of Ghiselli's procedure (1960) to see if a predictable group can be identified, before using the weights to predict their performance on the above criteria.

Summary

Two predictors, an index of risk-taking and a biographical data blank, were tested against selected criteria of job success and satisfaction. Risk-taking, as measured by willingness to bet on answers to a Rehabilitation Information and Knowledge Test, lacked a relationship of practical significance. Although analysis of a Personal History and Opinion Inventory of 107 items suggested some areas which appear to be associated with counselor satisfactoriness and satisfaction, item analysis did not yield a set of items which predicted success in the cross-validation group.

APPENDIX F

REHABILITATION INFORMATION AND KNOWLEDGE TEST

This information test, composed of 50 true or false statements, is designed to measure five areas or aspects of the rehabilitation counselor's work: (1) basic medical concepts; (2) vocational information; (4) counseling and psychological theory and techniques; and (5) history of rehabilitation. Answer each item by circling the "T", if you feel it is true, or the "F", if you feel it is false.

The total number of points you can achieve on this test depends on you. Please note that after each item the numbers "4", "3" and "2" have been placed. You may claim credit up to four points for each of your responses if you wish. After responding to an item, you may encircle the "4", "3" or "2", depending on the credit you want. If your answer is wrong, the penalty will double the amount of credit you claim. (It is advisable to claim four credits if you are sure your answer is correct.)

If you claim no special credits, as described above, you should nevertheless answer all questions, even if you have to guess. You need not encircle any numbers for these items, however. All such answers will be scored in the ordinary way: right-minus-wrong.

			Credit		
1. Each year about one-fourth of the state vocational rehabilitation agencies fail to qualify for the full amount of the federal funds for which they are eligible.	T	F	4	3	2
2. One significant provision of the Barden-LaFollet Act of 1943 was its 100% financial support for guidance, placement and administrative expenses.	T	F	4	3	2
3. Frank Parsons is known for his pioneer work in vocational guidance in the Vocation Bureau of New York.	T	F	4	3	2
4. When a distribution of test scores for a group is bi-modal, both the mean and median score inadequately represent the group performance.	T	F	4	3	2
5. The OAP's of the GATB are classified according to Part IV of the DOT.	T	F	4	3	2
6. In Japan, one occupation which has been open to the blind since at least 800 A.D. has been masseur.	T	F	4	3	2

			Credit		
7. In his report of the effectiveness of the Vocational Adjustment Center of the Jewish Vocational Service in Chicago, Gellman lists the physically handicapped as a group benefiting least from the program.	T	F	4	3	2
8. The assistant director for the Office of Vocational Rehabilitation for training and research is Joseph Hunt.	T	F	4	3	2
9. Albert Ellis' point of view, i.e., R.T., puts a special emphasis on lecturing to clients.	T	F	4	3	2
10. Worchel and his colleagues discredited the view that the totally blind detect barriers by use of aural cues alone; they found that sensitivity to differential air pressure arising in proximity to barriers was a contributing cue.	T	F	4	3	2
11. Within the range of plus and minus one probable error, one can expect to find 68% of the scores for the standardization group.	T	F	4	3	2
12. Pare, an eminent French physician, is associated with muscle re-education as a rehabilitative procedure.	T	F	4	3	2
13. Hebraic law admonished its followers to aid the needy and dependent, but regarded the impaired as recipients of God's retribution.	T	F	4	3	2
14. Ideopathic pericarditis is usually a relatively brief, self-limited disease, leaving the patient without residual disability.	T	F	4	3	2
15. One is justified in asserting that a person who has a T score of 65 on a valid aptitude test, when compared to an appropriate norm group, has superior learning capacity on the aptitude measure.	T	F	4	3	2
16. The recent National Health Survey (1957-1959) showed that 40% of the people in the United States have some chronic illness or impairment.	T	F	4	3	2
17. Dollard and Miller are authors of the book, Counseling and Psychotherapy.	T	F	4	3	2
18. The amount of correlation between intelligence test scores and success in high school is generally lower than test scores and success in college.	T	F	4	3	2

			Credit		
19. Super uses the notion of a "hypothetical man and field" in the diagnosis part of counseling.	T	F	4	3	2
20. Early in the state-federal program, until the Social Security Act of 1935 established vocational rehabilitation on a permanent basis, the program was under the jurisdiction of the Federal Board of Vocational Education.	T	F	4	3	2
21. Thorpe is a leading exponent of the eclectic point of view in counseling and psychotherapy.	T	F	4	3	2
22. The Dictionary of Occupational Titles contains approximately 30,000 separate job descriptions ("approximately" means within 1,000).	T	F	4	3	2
23. Darley's profile analysis of the Strong Vocational Interest Blank is based on five major groupings of occupations.	T	F	4	3	2
24. The Office of Vocational Rehabilitation parallels the Office of Education within the organization structure of the Department of Health, Education, and Welfare.	T	F	4	3	2
25. Most research on the problem shows that competence in counseling is highly related to personality variables in the counselor.	T	F	4	3	2
26. A bridge-crane operator generally works in the road construction industry.	T	F	4	3	2
27. Anne Roe, in revising the ideas concerning occupational classification, has created a seven-category, two-dimensional framework.	T	F	4	3	2
28. If Jack M. had a T score of 60 on Test A and a T score of 70 on Test B, one would be justified in asserting that his average T score was 65.	T	F	4	3	2
29. Both the Smith-Fess and Smith-Sears Acts were administered in the 1920's according to the view that guidance and placement were the keys to successful rehabilitation.	T	F	4	3	2
30. The 1954 amendment to the Randolph-Sheppard Act provided for authorizing licensed blind vending stand operators to operate stands in any building owned, leased or occupied by any department or agency of the United States.	T	F	4	3	2

			Credit		
31. Occupational therapy has its beginnings in the work done by "reconstruction aides" during WWI.	T	F	4	3	2
32. A "standard deviation" is one term used in statistics to denote the variability in a group.	T	F	4	3	2
33. From Redkey's study of rehabilitation centers, we can infer that three out of four rehabilitation centers were established since 1950.	T	F	4	3	2
34. The Adlerian school of thinking would - among others - give an important place to the notion of "fictional finalism."	T	F	4	3	2
35. The Employees Compensation Act and the 1960 OASI amendments provide that earnings of a disabled beneficiary for 12 months after receiving rehabilitation services may be disregarded as far as these acts and their benefits are concerned.	T	F	4	3	2
36. The Bennett Dexterity Test measures one's facility for using hand tools to dissemble and reassemble large bolts and nuts.	T	F	4	3	2
37. Several states enacted rehabilitation laws for the vocational training of disabled civilians before Congress passed the Vocational Rehabilitation Act of 1920.	T	F	4	3	2
38. Physiatry, the medical specialty of physical medicine and rehabilitation, was established as a medical specialty with board examinations at the beginning of WWII.	T	F	4	3	2
39. If a client achieved an I.Q. of 92 on the Stanford-Binet, and the S.D. of the Stanford-Binet is 16, the client would be one-half a S.D. below the average.	T	F	4	3	2
40. The abbreviation "p.r.n." in a clinical record or medical history indicates that the treatment described should be given as needed.	T	F	4	3	2
41. Talipes valgus refers to club foot, with the foot turned downward and inward.	T	F	4	3	2
42. Wright, Dembo, et al., recommend that a more positive set of comparative values be created in the disabled person who has not accepted his disability.	T	F	4	3	2

			Credit		
43. Super is the author of the book, Appraising Vocational Potential.	T	F	4	3	2
44. When comparing Terman's concept of intelligence with Wechsler's, one would say that Terman would be more apt to feel that intelligence is global and reflected by the whole person.	T	F	4	3	2
45. Rogers holds that the techniques which a counselor uses in interviews are actually an implementation of his own philosophy and beliefs.	T	F	4	3	2
46. The Vocational Rehabilitation Act of 1954 broadened the state-federal program to make rehabilitation services available to the emotionally disturbed and mentally retarded.	T	F	4	3	2
47. Clark Hull was a pioneer in the study and development of aptitude testing.	T	F	4	3	2
48. Approximately one-fourth of the ten million persons with arthritic conditions are affected vocationally by their disorder.	T	F	4	3	2
49. Mesantoin is a drug associated with the treatment of some types of psychiatric conditions.	T	F	4	3	2
50. If a job were coded as 3.-- in the DOT, this would tell you it was in the "service" area.	T	F	4	3	2

INSTRUCTIONS FOR TEST PROCTORS
REHABILITATION INFORMATION AND KNOWLEDGE TEST

How to Present the Test to Counselors and Supervisors in the Beginning

The Rehabilitation Information and Knowledge Test is designed to provide a measure of the counselor's ability to take chances and not his actual achievement or knowledge. Since this is so, it is vital that the counselor not know the test is part of a research project prior to taking the test. If he did know, he might "take more chances" solely because he knew his responses would not actually "count against" him in such a research project. When the test is administered, he should believe that this test was made up by the state staff to actually test his knowledge and that the results from the test will be considered in future evaluations and in-service training goals. Some such explanation as follows would then be best, put in your own words and manner of presentation, of course:

> At the state office, several of us (name some people, if possible) got together and planned an information and knowledge test. We felt this was information and knowledge counselors and supervisors should know when working in a setting like this. We felt this test should cover different areas (listed in the introduction to each test) and give us some idea of how much knowledge you people actually possess and are sure of knowing. The results from the test we hope to use in future evaluations and in setting up in-service training goals. This will give us some objective facts about present knowledge levels to consider, along with our present scheme of evaluation. If things work out well, we might start a periodic series of these tests to "keep track" of knowledge levels in the agency. I don't want to say any more right now; please reserve your questions about how the test is built and how the results will be used until after all have completed the test.

(Do not get involved in a long discussion about the relative merits and demerits of such a test; some ambiguity about how the test will be used is desirable. You shouldn't give tempers a chance to "flair up" in such a discussion.)

How to Conduct the Actual Testing

1. First of all, everyone should sign his name at the top of the first page.

2. Once testing starts, no one leaves the room without permission.

3. In terms of content, i.e. information and knowledge, the test was deliberately made too difficult for the average counselor and supervisor. Therefore, as counselors and supervisors work along, there should be requests to clarify certain items, i.e., "What do you mean by ... ?" In such instances, the proctor should say, "Answer it as best you can now; we will discuss the item later."

4. Once the testing is over, the proctor, of course, can tell the counselors and supervisors what it is all about, and extend our thanks to those who participated.

APPENDIX G

PERSONAL HISTORY AND OPINION INVENTORY

In this blank, you are asked for certain information about your background, your family, your home, your education, your opinions, and your skills. This is not a test. There are no right answers except the answers that tell the truth about yourself. Please fill out the rest of this inventory by following the directions for each of the three sections. Your answers are, of course, confidential.

Section I, Directions: Circle the letter in front of the correct response for each question.

1. What is your age? (to last birthday)
   a. 25 years or below.
   b. 26 to 35 years.
   c. 36 to 50 years.
   d. 51 years or over.

2. What is your marital status?
   a. Single.
   b. Married.
   c. Divorced.
   d. A widow or widower.

3. How many children do you have?
   a. None - I have never been married.
   b. None.
   c. One child.
   d. Two children.
   e. Three children or more.

4. How many brothers and sisters do you have?
   a. None.
   b. One.
   c. Two.
   d. Three or more.

5. What is the position of your own birth order?
   a. I was an only child.
   b. First-born.
   c. Second born.
   d. Born third or later.

6. What were the approximate ages of your parents when you were born?
   a. 20 to 30 years.
   b. 31 to 40 years.
   c. 41 years or over.

7. What age were you when you finished undergraduate work?
   a. 20 years or below.
   b. 21 to 23 years.
   c. 24 years or over.

8. Were you in the military service?
   a. Yes.
   b. No.

9. What rank did you attain in the military service?
   a. I was never in the service.
   b. Officer's rank.
   c. Staff NCO or Warrant Officer.
   d. Sergeant.
   e. Corporal or below.

10. If you had to move from this part of the country, which part of the country would you most like to move to? (excluding your present section of the country)
    a. Northwest section.
    b. Northeast section.
    c. Southern section.
    d. Western section.
    e. Midwestern section.

11. How many extracurricular clubs did you belong to in high school?
    a. None.
    b. One.
    c. Two or Three.
    d. Four or more.

12. How many extracurricular clubs did you belong to in college?
    a. None.
    b. One.
    c. Two or three.
    d. Four or more.

13. How similar do you feel your usual behavior is to what you think is the ideal in behavior?
    a. Very similar.
    b. Somewhat similar.
    c. Not very similar.

14. What section of the newspaper do you like to read the most?
    a. Editorial page.
    b. Society page.
    c. Sports page.
    d. Straight news sections.
    e. Comics.

15. Approximately how many students were attending your high school when you were there?
    a. 50 or below.
    b. 51 to 100 students.
    c. 101 to 300 students.
    d. 301 or over.

16. How many professional organizations do you belong to?
    a. None.
    b. One.
    c. Two or three.
    d. Four or more.

17. What was the occupational level of your father?
    a. Professional or managerial.
    b. Skilled.
    c. Semi-skilled.
    d. Unskilled.

18. What types of sports appeal to you the most?
    a. Contact sports (football, boxing, etc.).
    b. Individual sports (golf, tennis, track, etc.).
    c. Group sports, but non-contact (bowling, baseball, etc.).
    d. I do not like any sports.

19. Approximately how many students were enrolled at the last college you attended?
    a. 300 or below.
    b. 301 to 500 students.
    c. 501 to 1,000 students.
    d. 1,001 to 3,000 students.
    e. 3,001 or over.

20. From the following three men, pick the one you feel contributed the most to our country.
    a. John Foster Dulles.
    b. Richard Nixon.
    c. Adlai Stevenson.

21. Whom do you feel are easier to get along with, men or women?
    a. Both about the same.
    b. Men.
    c. Women.

22. At what age did you get married?
    a. I am not married.
    b. 20 to 25 years.
    c. 21 to 25 years.
    d. 26 to 35 years.
    e. 36 years or over.

23. From the following diseases, which would you say you fear the most; that is, would least like to have?
    a. Blindness.
    b. Deafness.
    c. Epilepsy, grand mal.
    d. Polio, severe involvement in legs.

24. Did you attend undergraduate college in your home community?
    a. Yes - all four years.
    b. Yes - part of it.
    c. No.

25. Which of the following periods would you say was most happy in your life?
    a. Childhood.
    b. High school years.
    c. College years.
    d. Present time.
    e. Some other time not given.

26. Between the ages of 12 and 21, how often were you sufficiently ill to require hospitalization?
    a. 0 times.
    b. 1 time.
    c. 2 times.
    d. 3 times.
    e. 4 or more times.

27. What are your favorite TV or movie plots?
    a. Documentary type plots.
    b. Adventure plots (Western, detective).
    c. Human drama plots (love stories, human conflicts).
    d. Other not given.

28. Your parents always considered your behavior:
    a. Much better than that of other children.
    b. Slightly better than that of other children.
    c. Slightly worse that that of other children.
    d. Much worse that that of other children.

29. How frequently within the past year did you use the local public library?
    a. 0 times.
    b. 1 to 5 times.
    c. 6 to 15 times.
    d. 16 or over times.

30. What proportion of your own college expenses would you estimate you earned while attending college?
    a. None to about 1/10 of expenses.
    b. Over 1/10 but less than 1/3.
    c. Over 1/3 but less than 1/2.
    d. Over 1/2.

31. In which of the following areas do you feel you have the most prejudice?
    a. Towards people from foreign lands.
    b. Towards people of other races.
    c. Towards people of different religions.
    d. Towards people of lower social classes.

32. How would you classify yourself, personality-wise?
    a. I am basically an extrovert, like to be with people.
    b. I am basically an introvert, like to be alone.
    c. I have never tried to analyze myself in this way.

33. Thinking about your college experience on the whole, what did you especially like about it?
    a. Being away from home and on my own.
    b. Being exposed to stimulating material in the classroom.
    c. Having a chance to mature by socializing with other young adults.
    d. Something else not mentioned.

34. Do you think that to be effective the counselor should have fairly strong convictions regarding some personality theory and counseling theory?
    a. Yes.
    b. No.
    c. Have no opinion.

35. How would you classify yourself on intelligence?
    a. Average or below.
    b. Slightly above average.
    c. Much above average.

36. Your father and his parents were chiefly of:
    a. American stock.
    b. Northern European stock (English, Irish, Scandinavian, German, etc.)
    c. Southern European stock (French, Italian, Spanish, etc.)
    d. Slavic stock (Russian, Polish, Greek, etc.)
    e. Other.

37. If you are married, or get married, what would you consider the ideal size of family for you?
    a. No children.
    b. One child.
    c. Two children.
    d. Three or four children.
    e. Five or more children.

38. The principal satisfaction most people get out of participating in sports is that of:
    a. Showing their skills.
    b. Being with friends.
    c. Preserving health.
    d. Competing with others.

39. How long have you worked in the area of rehabilitation?
    a. 1 year or less.
    b. 3 years or less but more than 1 year.
    c. 5 years or less but more than 3 years.
    d. 10 years or less but more than 5 years.
    e. Over 10 years.

40. Counting the present job you hold, how many jobs have you held since graduation from college?
    a. 1.
    b. 2 or 3.
    c. 4.
    d. 5 or more.

41. How long have you worked for your present employer?
    a. 1 year or less.
    b. 3 years or less but more than 1 year.
    c. 5 years or less but more than 3 years.
    d. 10 years or less but more than 5 years.
    e. Over 10 years.

42. Which of the listed motives <u>most</u> prompted you to enter the counseling field?
    a. No particular one, more or less chance happening.
    b. A strong desire to help people.
    c. A strong interest in human behavior and psychology.
    d. I have never tried to analyze myself in this way.

<u>Section II, Directions:</u> <u>Indicate how well you liked, in high school or college, each school subject listed below by circling the letters, as follows</u>:
A. Liked the subject exceptionally well.
B. Liked the subject somewhat.
C. Indifferent - did not care.
D. Disliked the subject.
E. Never studied the subject.

1.	Algebra courses	A	B	C	D	E
2.	History courses	A	B	C	D	E
3.	English, literature courses	A	B	C	D	E
4.	Geometry courses	A	B	C	D	E
5.	Philosophy courses	A	B	C	D	E
6.	Biology courses	A	B	C	D	E
7.	Industrial arts or homemaking courses	A	B	C	D	E
8.	Economics courses	A	B	C	D	E
9.	General psychology courses	A	B	C	D	E
10.	English, composition and grammar courses	A	B	C	D	E
11.	General science courses	A	B	C	D	E

12. Sociology courses . . . . . A B C D E

13. Statistics courses . . . . . A B C D E

14. Abnormal psychology courses . . . . . A B C D E

15. Theology courses . . . . . A B C D E

Section III, Directions: For each activity listed below, you are to circle a letter to indicate how well you perform that activity, according to the following scale:

A. Exceptionally well.
B. Well.
C. Fairly well.
D. Poorly.
E. Do not engage in this activity.

1. Provide leadership to community projects . . . . . A B C D E

2. Keep track of the small details on a job . . . . . A B C D E

3. Drive an automobile . . . . . A B C D E

4. Meet strangers of the opposite sex . . . . . A B C D E

5. Manage a budget . . . . . A B C D E

6. Give a speech to an audience . . . . . A B C D E

7. Sing . . . . . A B C D E

8. Follow directions of a supervisor . . . . . A B C D E

9. Offer criticism to co-workers . . . . . A B C D E

10. Take a calculated risk . . . . . A B C D E

11. Dance (ballroom dancing) . . . . . A B C D E

12. Understand various philosophical systems . . . . . A B C D E

13. Play a musical instrument . . . . . A B C D E

14. Divide your attention between two things at the same time . . . A B C D E

15. Play bridge . . . . . A B C D E

16. Defend yourself in a fist-fight . . . . . A B C D E

17. Teach Sunday-school classes . . . . . A B C D E

18. Play poker . . . . . A B C D E

19.	Raise children	A	B	C	D	E
20.	Bet on winning horse races or football pools, etc.	A	B	C	D	E
21.	Aim and fire a rifle	A	B	C	D	E
22.	Play chess	A	B	C	D	E
23.	Give sustained, intensive attention to one thing	A	B	C	D	E
24.	Find the square roots of numbers over 100	A	B	C	D	E
25.	Predict how your wife or close friend will behave in different situations	A	B	C	D	E
26.	Meet strangers of the same sex	A	B	C	D	E
27.	Negotiate between two disputing parties	A	B	C	D	E
28.	Express anger	A	B	C	D	E
29.	Understand highly theoretical points in psychological writings	A	B	C	D	E
30.	Swim	A	B	C	D	E
31.	Write technical reports	A	B	C	D	E
32.	Listen to someone else's ideas	A	B	C	D	E
33.	Sense when someone is lying to you	A	B	C	D	E
34.	Fish	A	B	C	D	E
35.	Tolerate the physical appearance of a severaly disabled person who shuffles and lurches in his walk	A	B	C	D	E
36.	Follow blueprints	A	B	C	D	E
37.	Sense when someone is uncomfortable in your presence	A	B	C	D	E
38.	Saw a board	A	B	C	D	E
39.	Judge when a person of the opposite sex is receptive to your advances	A	B	C	D	E
40.	Hunt (animal or fowl)	A	B	C	D	E
41.	Communicate verbally your ideas	A	B	C	D	E
42.	Tolerate physical pain	A	B	C	D	E

43. Assume the role of host or hostess at a party . . . . . A B C D E

44. Tip waiters, taxi drivers, etc. . . . . A B C D E

45. Make minor household repairs (fix leaky faucets, etc.) . . . . A B C D E

46. Cook on an outdoor grill . . . . . A B C D E

47. Paint (pictures) . . . . . A B C D E

48. Handle extreme personal embarrassment . . . . . A B C D E

49. Ride horses . . . . . A B C D E

50. Make up your own mind on ambiguous or controversial matters . . A B C D E

Thank you for your help in making this study possible. You may use the rest of this page for any comments you might want to make about this inventory.

REFERENCES

Apostal, R. Two methods of evaluating vocational counseling. Journal of Counseling Psychology, 1960, 7, 171-175.

Bellows, R. Procedures for validating vocational criteria. Journal of Applied Psychology, 1941, 25, 499-513.

Bellows, R. Psychology of personnel in business and industry. New York: Prentice-Hall, 1949.

Bendig, A. Rater experience and case history judgments of adjustments. Journal of Clinical Psychology, 1955, 11, 127-133.

Bendig, A., & Sprague, J. Rater experience and the reliability of case history ratings of adjustment. Journal of Consulting Psychology, 1954, 18, 207-211.

Blalock, H. Social statistics. New York: McGraw-Hill, 1960.

Brams, J. Counselor characteristics and effective communication in counseling. Journal of Counseling Psychology, 1961, 8, 25-30.

Brayfield, A. H., & Crockett, W. H. Employee attitudes and employee performance. Psychological Bulletin, 1955, 52, 396-424.

Brogden, H., & Taylor, E. The theory and classification of criterion bias. Educational and Psychological Measurement, 1950, 10, 159-186.

Carlson, R. E., Dawis, R. V., England, G. W., & Lofquist, L. H. The measurement of employment satisfaction. Minnesota Studies in Vocational Rehabilitation, XIII. Minneapolis: Industrial Relations Center, 1962.

Carlson, R. E., Dawis, R. V., England, G. W., & Lofquist, L. H. The measurement of employment satisfactoriness. Minnesota Studies in Vocational Rehabilitation, XIV. Minneapolis: Industrial Relations Center, 1963.

Cohen, L. Vocational planning and mental illness. Personnel and Guidance Journal, 1955, 34, 28-32.

Coker, D. L. A study of the effects of training residence hall advisers in interview procedures. Unpublished M.A. thesis, University of Iowa, 1961.

Cronbach, L. J., & Gleser, G. C. Assessing similarity between profiles. Psychological Bulletin, 1953, 50, 456-473.

Deterline, W., & Bendig, A. The interdependence of ratings of case histories. Journal of Clinical Psychology, 1956, 12, 79-82.

DiMichael, S. G. Work satisfaction and work efficiency of vocational counselors as related to measured interests. Journal of Applied Psychology, 1949, 33, 319-339.

Dollard, J., & Mowrer, O. A method of measuring tension in written documents. Journal of Abnormal and Social Psychology, 1947, 42, 3-32.

Ebel, R. Estimation of the reliability of ratings. Psychometrika, 1951, 16, 407-424.

Eddy, R. T. Interest patterns of rehabilitation counselors. Journal of Counseling Psychology, 1960, 7, 202-211.

England, G. Development and use of weighted blanks. Dubuque, Iowa: Wm. C. Brown, 1961.

Flanagan, J. Critical requirements: a new approach to employee evaluation. Personnel Psychology, 1949, 2, 419-425.

Garner, W. Uncertainty and structure as psychological concepts. New York: Wiley, 1962.

Gaylord, R. H., & Stunkel, E.R. Validity and the criterion. Educational and Psychological Measurement, 1954, 14, 294-300.

Ghiselli, E. Differentiation of tests in terms of the accuracy with which they predict for a given individual. Educational and Psychological Measurement, 1960, 20, 675-684.

Ghiselli, E., & Brown, C. Personnel and industrial psychology. New York: McGraw-Hill, 1955.

Githens, W. Research findings and methodology in the United States Navy. Paper read at American Psychological Association convention, September, 1965.

Grant, C. W. The counselor's role. Personnel and Guidance Journal, 1954, 33, 74-77.

Guilford, J. Psychometric methods. New York: McGraw-Hill, 1954.

Guilford, J. Fundamental statistics in psychology and education. New York: McGraw-Hill, 1961.

Gulliksen, H. Theory of mental tests. New York: John Wiley, 1950.

Habbe, S. Appraisal of job performance. National Industrial Conference Board Reports, No. 121. New York: Author, 1951.

Hahn, M. E. The training of rehabilitation counselors. Journal of Counseling Psychology, 1954, 1, 246-248.

Hansen, R. W. An investigation into the relationship of some personality characteristics with the tendency of rehabilitation counselor trainees to enter employment in a rehabilitation setting. Unpublished M.A. Equivalency, University of Iowa, 1961.

Hall, J. H., & Warren, S. L. (Eds.) Rehabilitation counselor preparation. Washington, D.C.: National Rehabilitation Association and National Vocational Guidance Association, 1956.

Heron, A. Satisfaction and satisfactoriness: complementary aspects of occupational adjustment. Occupational Psychology, 1954, 28, 140-153.

Herzberg, F., Mausner, B., Peterson, R. O., & Capwell, Dora F. Job attitudes: review of research and opinion. Pittsburgh: Psychological Service of Pittsburgh, 1957.

Hobbs, N. The development of a code of ethical standards for psychology. American Psychologist, 1958, 3, 80-84.

Hulin, C. L., & Smith, Patricia C. Sex differences in job satisfaction. Journal of Applied Psychology, 1964, 48, 88-92.

Jacobs, J. The application of sociometry to industry. Sociometry, 1945, 8, 181-198.

Jaques, Marceline E. Critical counseling behavior in rehabilitation settings. Iowa City, Iowa: University of Iowa, 1959.

Jenkins, J. Validity for what? Journal of Consulting Psychology, 1946, 10, 93-98.

Jensen, B., Coles, G., & Nestor, B. The criterion problem in guidance research. Journal of Counseling Psychology, 1955, 2, 58-61.

Jensen, B., Terebinski, S. J., & Ellis, W. R. The importance of criterion definition. Journal of American Society of Training Directors, 1960, 2, 3-7.

Johnson, B. Role conflict in rehabilitation counseling. Unpublished doctoral dissertaion, University of Missouri, 1961.

Johnson, G. An instrument for the measurement of job satisfaction. Personnel Psychology, 1955, 8, 27-37.

Johnson, R. H., & Patterson, C. H. Vocational objectives for the emotionally disabled. Journal of Counseling Psychology, 1957, 4, 291-296.

Johnston, L. T. The counselor as he really is. Journal of Rehabilitation, 1957, 33, 9-10.

Kahn, R. L. Productivity and job satisfaction. Personnel Psychology, 1960, 13, 275-287.

Katzell, R. A. Personal values, job satisfaction, and job behavior. In H. Borow (Ed.), Man in a world at work. Boston: Houghton Mifflin, 1964. Pp. 341-363.

Katzell, R. A., Barrett, R. S., & Treadway, C. Job satisfaction, job performance, and situational characteristics. Journal of Applied Psychology, 1961, 45, 65-72.

Kelley, H.H., & Thibaut, J.W. Experimental studies of group problem solving and process. In G. Lindzey (Ed.), Handbook of social psychology. Vol. 2. Special fields and applications. Cambridge, Mass.: Addison-Wesley, 1954. Pp. 735-785.

Kirchner, W., & Dunnette, M. Applying the weighted application blank technique to a variety of office jobs. Journal of Applied Psychology, 1957, 41, 206-208.

Lindquist, E. F. Design and analysis of experiments. Cambridge, Mass.: Riverside Press, 1953.

Lindzey, G., & Borgatta, E. Sociometric measurement. In G. Lindzey (Ed.), Handbook of Social psychology. Vol. 1. Theory and Method. Cambridge, Mass.: Addison-Wesley, 1954. Pp. 405-448.

McAlees, D. C., & Warren, S. L. Increasing the supply of qualified rehabilitation counseling personnel in state vocational rehabilitation agencies. Unpublished manuscript, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, 1965.

McGowan, J. F. The counselor as others see him. Journal of Rehabilitation, 1957, 23 (May-June), 7-9.

Miller, L. A. A study of a case-review criterion for evaluating rehabilitation counselor performance. Unpublished doctoral dissertaion, University of Iowa, 1963.

Moed, G. Procedures and practices in pre-vocational evaluation: a review of current programs. In J. Muthard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: University of Iowa, 1960.

Moriarty, E. The supervisor in a state rehabilitation agency. Journal of Rehabilitation, 1959, 25, 2, 24-25.

Mosel, J., & Wade, R. A weighted application blank for reduction of turnover in department store sales-clerks. Personnel Psychology, 1951, 4, 177-184.

Muthard, J. E., & Miller, L. A. Evaluation of rehabilitation counselor performance: a survey of state agency practices. Personnel and Guidance Journal, 1963, 42, 274-279.

Muthard, J. E., & Miller, L. A. Criteria for rehabilitation counselor performance in state vocational rehabilitation agencies. Journal of Counseling Psychology, 1964, 11, 123-128.

Nagle, B. Criterion development. Personnel Psychology, 1953, 6, 271-289.

National Industrial Conference Board. Studies in personnel policy. Personnel Practices in Factory and Office. No. 145. New York: Author, 1954.

Newton, R. The clinician as judge: total Rorschach and clinical case material. Journal of Consulting Psychology, 1954, 18, 248-250.

Osgood, C. E., Suci, G. J., & Tannenbaum, P. H. The measurement of meaning. Urbana, Ill.: University of Illinois Press, 1957.

Patterson, C. H. Counselor or coordinator? Journal of Rehabilitation, 1957, 23 (May-June), 13-15.

Patterson, C. H. Counseling the emotionally disturbed. New York: Harper, 1958.

Patterson, C. H. Test characteristics of rehabilitation counselor trainees. Journal of Rehabilitation, 1962, 28, 5, 15-16.

Remmers, H. Rating methods in research on teaching. In N. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963. Pp. 329-378.

Robinson, H. Job satisfaction researches of 1955. Personnel and Guidance Journal, 1956, 34, 565-568.

Robinson, H. Job satisfaction researches of 1956. Personnel and Guidance Journal, 1957, 36, 34-37.

Robinson, H. Job satisfaction researches of 1958. Personnel and Guidance Journal, 1959, 37, 669-673.

Robinson, H., & Conners, R. P. Job satisfaction researches of 1961. Personnel and Guidance Journal, 1962, 41, 240-246.

Robinson, H., & Conners, R. P. Job satisfaction researches of 1962. Personnel and Guidance Journal, 1963, 42, 136-142.

Ross, I., & Zander, A. Need satisfaction and employee turnover. Personnel Psychology, 1957, 10, 327-338.

Rusalem, H. An analysis of the functions of state vocational rehabilitation counselors with implications for the development of a training course at teachers college. Unpublished doctoral dissertation, Teachers College, Columbia University, 1951.

Schubert, M. Field work performance: achievement levels of first-year students in selected aspects of casework service. Social Service Review, 1958, 32, 120-137.

Scott, T. B., Dawis, R. V., England, G. W., & Lofquist, L. H. A definition of work adjustment. Minnesota Studies in Vocational Rehabilitation, X. Minneapolis: Industrial Relations Center, 1960.

Scurlock, V. Supervision in state rehabilitation agencies. Journal of Rehabilitation, 1958, 24, 4, 7-9.

Severin, D. The predictability of various kinds of criteria. Personnel Psychology, 1952, 5, 93-104.

Sluckin, W. Combining criteria of occupational success: Part I. Occupational Psychology, 1956, 30, 20-26.

Sluckin, W. Combining criteria of occupational success: Part II. Occupational Psychology, 1956, 30, 57-68.

Smith, C. E. A survey of opinion upon the occupational role of the rehabilitation counselor. Unpublished doctoral dissertation, University of Missouri, 1960.

Smits, S. J. Rehabilitation counselor recruitment study: final report. Washington, D.C.: National Rehabilitation Association, 1964.

Spencer, G. J., & Worthington, R. Validity of a projective technique in predicting sales effectiveness. Personnel Psychology, 1952, 5, 125-144.

Super, D. The criteria of vocational success. Occupations, 1951, 30, 5-9.

Swineford, F. The measurement of a personality trait. Journal of Educational Psychology, 1938, 29, 295-300.

Tate, M. Statistics in education. New York: Macmillan, 1955.

Taylor, E., & Hastman, R. Relation of format and administration to the characteristics of graphic rating scales. Personnel Psychology, 1956, 9, 181-206.

Thorndike, R. (Ed.). Research problems and techniques, Report No. 3, Army Air Forces Aviation Psychology Program. Washington, D.C.: Government Printing Office, 1947.

Thorndike, R. Personnel selection. New York: John Wiley, 1949.

Thorndike, R. Reliability. In E. Lindquist (Ed.), Educational measurement. Menasha, Wis.: George Banta, 1951. Pp. 560-620.

Truax, W. E. Critical requirements of small school counselors. Personnel and Guidance Journal, 1956, 35, 103-106.

Tryon, R. C. Cluster analysis. Ann Arbor, Mich.: Edward Bros., 1939.

Vallance, T., Glickman, A. S., & Suci, G. J. Criterion rationale for a personnel research program. Journal of Applied Psychology, 1953, 37, 429-431.

Wagner, R. F. A study of the critical requirements for dentists. Unpublished doctoral dissertation, University of Pittsburgh, 1949.

Warren, S. L. The rehabilitation counselor today. Journal of Rehabilitation, 1959, 25, 5, 7-9.

Wherry, R. Criteria and validity. In D. H. Fryer & E. Henry (Eds.), Handbook of applied psychology. New York: Rinehart, 1950. Pp. 170-176.

Wherry, R. The past and future of criterion evaluation. Personnel Psychology, 1957, 10, 1-5.

Wherry, R., & Fryer, D. H. Buddy ratings: popularity contest or leadership criteria? Sociometry, 1949, 12, 179-190.

Wolfe, E. W. Staff evaluations: a key to effective performance. Journal of Rehabilitation, 1960, 26, 4, 19-22.

Ziller, R. Vocational choice and utility for risk. Journal of Counseling Psychology, 1957, 4, 61-64.